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ABSTRACT

A survey instrument was developed to obtain baseline data about early childhood education (ECE) programs within the public and nonpublic schools of Illinois. Information gathered concerned (1) perceptions of elementary school officials about the relative demand for and supply of ECE programs and services; (2) numbers and kinds of ECE programs and services currently in operation within the public and nonpublic schools; and (3) numbers and types of kindergarten programs in operation, the curriculum focus of these programs, the extent to which schools conducted kindergarten screening, the purposes and instruments used in such processes, and information about kindergarten curriculum modification. Appended are the survey instrument and a list of screening instruments reported by survey respondents (including the number of schools reporting use of each screening instrument). (RH)

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Early Childhood Education Programs In Illinois Schools

ILLINOIS STATE BOARD OF EDUCATION

Department of Planning, Research and Evaluation
Springfield, Illinois
July, 1985

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Walter W. Naumer, Jr., Chairman
State Board of Education

Ted Sanders
State Superintendent of Education

FOREWORD

In response to a request by the Illinois State Board of Education, staff conducted a comprehensive study of early childhood education. This report on the results of a survey of Early Childhood Education programs and services within the public and nonpublic schools of Illinois was prepared by Dr. Louis Ferratier from the Research and Statistics Section, Department of Planning, Research and Evaluation. The interpretation and conclusions expressed herein do not necessarily reflect the position or policy of the State Board of Education.

Ted Sanders
State Superintendent of Education

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INTRODUCTION

The State Board of Education directed its staff to conduct a study of early childhood education in Illinois. One issue intrinsic to this study was the extent of current public and nonpublic school provision of early childhood education programs and services. To address this issue, a survey instrument was developed to obtain baseline data regarding early childhood education programs within the public and nonpublic schools of Illinois. See Appendix A for a copy of the instrument.

The instrument was designed to collect information encompassing three broad areas of early childhood education policy and practice within the public and nonpublic elementary schools of Illinois. Specifically, information concerning the perceptions of elementary school officials regarding the relative demand for and supply of early childhood education programs and services was desired. Information concerning the numbers and kinds of early childhood education programs and services currently in operation within the public and nonpublic schools was also needed. In addition, information concerning the numbers and types of kindergarten programs in operation, the curriculum focus of these programs, the extent to which schools conducted kindergarten screening, the purposes and instruments used in such processes, and information about kindergarten curriculum modification was desired. This information was necessary to establish the status of early childhood education in Illinois.

The survey instrument was developed, pilot tested, and printed during the spring and summer of 1984, and the final instrument was distributed to 2,946 public and 1,095 registered nonpublic elementary school principals in October, 1984. The final response rate for public school principals was 93.9% and for nonpublic school principals, 79.5%. As of January 1985, the overall response rate had reached 90% and analysis of the data was initiated.

The principal of each public or nonpublic elementary school was asked to respond to seven questions addressing various aspects of the supply of and demand for early childhood education programs and services. Principals of elementary schools operating one or more kindergarten programs were asked to respond to six questions addressing issues related to kindergarten. Further, principals of elementary schools operating one or more early childhood education programs were asked to respond to 13 questions concerning each program operated by the school. Each question was designed to solicit information in a form that was descriptive of conditions in either public or nonpublic schools. Consequently, while all elementary school principals were asked to complete the same instrument, not every part or question was applicable to each school or schools for which a principal was responsible.

The body of this report presents the findings from the survey and is organized in relation to the three main areas of concern and the related topics of interest. Each topic of interest and the rationale for its inclusion are discussed in the body of this report.

Purpose

The purposes of this report are to (a) describe the status of early childhood education programs operated in Illinois elementary schools; (b) describe the levels of supply and demand for early childhood education programs as perceived by elementary school principals; (c) identify the extent and nature of communications networks linking the various kinds of early childhood education providers including schools, day-care centers, childcare centers, etc.; and (d) describe the types of kindergarten programs currently operating in the schools, the nature of screening of kindergarten students, and the extent of curriculum change in kindergartens across the state.

Definition of Terms

For purposes of the policy study, terms were defined as follows.

Early childhood education means programs and services directed toward the care, development, and education of nonhandicapped children between the ages of birth and the time of entry into first grade.

Childcare services are services that provide primarily supervision and custodial care for children. Childcare services may have an educational component.

Preschool services are services which emphasize educational and developmental activities as the primary focus of an organized and planned program for children not yet enrolled in kindergarten.

Latchkey programs are programs designed to provide supervision of children before and/or after regular school hours.

Transitional grades are intermediate grades that overlap two or more of the traditional grades of kindergarten, 1, 2, or 3, and are designed for students who need additional educational services before transferring into the regular grade. Children enrolled in these transitional grades may or may not be eligible for special education services.

Academically oriented programs are programs where the primary emphasis is on direct, formal instruction to develop reading and math skills.

Experiential/social/play oriented programs are programs where the primary emphasis is on child-selected activities with concrete materials and experiences based on individual children's readiness for such experiences.

Parent education programs are programs designed to teach parents of young children about child development and to foster effective methods and techniques of parenting behavior and child development.

CHILDCARE AND PRESCHOOL SERVICES--SUPPLY AND DEMAND

One measure of the supply of early childhood education programs and services is the number and capacity of such programs currently in operation. This measure could be obtained directly from tabulation of the results of the program questionnaire component (Part IV) of the survey. However, it was recognized that factors such as local financial conditions or the local demand for various early childhood education services could affect the status in various communities. A simple measure of supply alone would not likely provide an adequate picture in support of planning and policy development processes. Therefore, it was deemed advantageous to ask principals, who are the educational leaders of the attendance areas encompassed or served by their school or schools, to indicate their perceptions of the local supply and demand for childcare and preschool services (Items 1 and 2 of Part I of the instrument).

Principals were also asked to indicate the numbers of children they estimated to be in need of latchkey services (Item 3) and the numbers of kindergarten students estimated to have previously attended preschools or childcare centers (Item 4).

In addition, because public and nonpublic schools serve common geographic areas in many instances and may or may not serve common constituencies, they were asked if their school maintained a regular system of communication with other schools and childcare or preschool service providers and the type of institutions or providers included in such a communications network (Item 5).

Finally, in recognition of the possibility that a preschool or childcare program might be operated in a school building outside the official jurisdiction of the school principal, Items 6 and 7 were added to ascertain the extent to which such programs might exist, what types of programs were involved, what kind of agency or group operated such programs, and whether the program was operated in space that was rented, leased, or donated by the school. The findings are presented in the subsections which follow.

Perceived Supply and Demand

Overwhelmingly, principals characterize the current demand by parents for childcare or preschool services as high or very high (73.5)%), while 26.5% of the principals characterized the level of demand as low or very low. Almost, two-thirds (64.2%) of principals perceived the supply of childcare or preschool services to be relatively equal to or greater than the demand for such services, while 35.8% of the principals perceived a demand for such services in excess or greatly in excess of the supply of such services. (See Tables 1 and 2.)

TABLE 1
Current Demand by Parents for Childcare/Preschool Services

Demand	# of Responses	Percent	Cumulative Percent
Very High	802	23.2	23.2
High	1,738	50.3	73.5
Low	738	21.4	94.9
Very Low	175	5.1	100.0
No Responses	54		

TABLE 2
Current Supply of Childcare/Preschool Services
Relative to Demand by Parents

Supply/Demand	# of Responses	Percent	Cumulative Percent
Supply far exceeds demand	186	5.4	5.4
Supply about equal to demand	2,014	58.8	64.2
Supply less than demand	955	27.9	92.1
Supply much less than demand	270	7.9	100.0
No Response	82		

Perceived Need for Latchkey Services

More than half of the principals indicated they did not know the estimated need for before- or after-school childcare services by their student population or did not respond to the item. Of those responding, 38.8% indicated that from 1 to 650 children enrolled in their school needed such services. Some respondents reported estimated percentages of children needing such services, rather than the estimated number of children needing such services. The percentages reported ranged from 1% of their student population to 100% of their pupil population. Thus, 41.1% of the principals indicated some need for latchkey services, while half of the principals (50.3%) responded that they did not know if any of their students needed such services. (See Table 3.)

TABLE 3
Estimated Need for Latchkey Services

Number/Percent of Students Reported	# of Responses	Percent
No Response	282	8.0
Responded 1-650 students	1,359	38.8
Responded Don't Know	1,764	50.3
Responded 1-25% of All Students	48*	1.4
Responded 26-50% of All Students	33*	0.9
Responded 51-75% of All Students	16*	--
Responded 76-100% of All Students	5*	--

*These responses were from principals reporting percentages rather than numbers of students estimated to need latchkey services.

Preschool Experience of Kindergarten Students

About one-third of the principals indicated they did not know the number of their kindergarten population that had some preschool experience, or they did not respond to the question; while 57% of the principals reported from 1 to 250 of their kindergarten students had had preschool experience. About 10% of the principals reported an estimated percentage of kindergarten students with preschool experience, rather than a number of kindergarten students. Most principals (66.5%) indicated at least some of their kindergarten students had had some preschool experience. (See Table 4.)

TABLE 4
Estimated Number of Kindergarten Enrollment with Preschool Experience

Number/Percent of Students	# of Responses	Percent
No Response	317	9.0
Responded 1-250 Students	2,002	57.1
Responded Don't Know	856	24.4
Responded 1-25% of Students	64*	1.8
Responded 26-50% of Students	92*	2.6
Responded 51-75% of Students	66*	1.9
Responded 76-100% of Students	110*	3.1

*These responses were from principals reporting percentages rather than numbers of students estimated to have had some preschool experience prior to kindergarten.

Communications Networks

Principals were asked to indicate if their schools were members or participants in a formal communications network to determine what, if any, articulation might exist among institutions serving young children and schools. Relatively few formal communications networks were reported as

currently operative among public and nonpublic principals and other day-care and home-care providers. Only 28% of the principals indicated participation in some such network. Table 5 shows that most such networks included only public school officials (36.7% of the 1,002 principals indicating membership in a network). Almost 21% of the networks include only public school officials and day-care providers, while 16.9% include public school officials, private school officials and day-care providers. (See Table 5.)

TABLE 5

Frequency and Membership of Communications Networks

Public Schools	Private Schools	Day-Care Centers	Home Care	Others	Number Reported	Percent
Yes	No	No	No	No	368	36.7
Yes	Yes	No	No	No	126	12.6
Yes	No	Yes	No	No	209	20.9
Yes	No	No	Yes	No	9	0.9
Yes	No	No	No	Yes	27	2.7
Yes	Yes	Yes	No	No	169	16.9
Yes	Yes	No	Yes	No	6	0.6
Yes	Yes	No	No	Yes	5	0.5
Yes	No	Yes	Yes	No	29	2.9
Yes	No	Yes	No	Yes	8	0.8
Yes	Yes	Yes	Yes	No	34	3.4
Yes	Yes	Yes	No	Yes	4	0.4
Yes	Yes	Yes	Yes	Yes	8	0.8
Totals					1,002	100.1%

Nonschool-Sponsored Programs

Based upon information from the pilot test, it was discovered that some schools served as sites for preschool and childcare programs operated by private agencies, parent groups, or other public agencies, either renting the space or using space donated by the school. Principals were asked to indicate if any such programs were operated in their school, and if so, to indicate (a) the type of program (i.e. preschool or childcare); (b) whether the program was operated by a private agency, a parent group, or some other public agency; and (c) whether the space was donated or leased or rented.

A total of 338 such programs were reported by principals. Approximately two-thirds of these programs were identified as childcare programs (65.7%), while the remaining 34.3% were identified as combined preschool and childcare programs. Approximately one-fourth of the programs were operated by a private agency, another 25% were operated by parent groups, and the remainder were operated by a public agency. More than 18% of the programs were reported to be operated in donated space, while 39.1% were operated in rented space, and the remainder were operated in spaces not reported as either donated or rented/leased. (See Table 6.)

TABLE 6

Nonschool-Sponsored Programs

Type of Program	Number Reported	Percent
Childcare	222	65.7%
Childcare and Preschool	116	34.3%
Operating Agent		
Private Agency	82	24.0%
Parent Group	85	25.0%
Other Public Agency	171	51.0%
Space Conditions		
Rented/Leased	132	39.1%
Donated	63	18.6%
Not Specified	143	42.3%

EARLY CHILDHOOD EDUCATION PROGRAMS

A major factor underlying the need for a comprehensive survey of elementary schools regarding early childhood education programs currently in operation in schools was the sheer lack of available data regarding the numbers and types of programs and information about the characteristics of the programs. In order to acquire such data, a program questionnaire was developed. The questionnaire was designed to obtain information describing: the program type; the curriculum focus; the numbers and age-range of children served in the program; the number of children on program waiting lists; the numbers, types and qualifications of program staff; the admission and exit criteria for the program; the schedule of the program; ancillary components of the programs; and the proportions of program costs financed from various sources. (See Part IV of the instrument.)

Space was provided for reporting up to six different programs in each school. Each program could be characterized by the responding principal as one of seven explicitly defined types or classified as some "Other" program type if none of the specific types were appropriate or applicable. The largest number of programs reported for any school was five. The responses to the program questionnaires are presented in the following sub-sections beginning with an overview across all programs, other than kindergarten programs. Followed by responses relating to each program type.

Overall Characteristics of Programs

A total of 926 early childhood education programs, other than kindergartens, were identified and profiled in the survey. The largest number, 520 or 56.2%, were classified as preschool programs; 108 programs (11.8%) were identified as Headstart Programs; fifty-six programs (6.0%) were identified as childcare programs; fifty-four programs (5.8%) were identified

as latchkey programs; fifty-three programs (5.7%) were identified as transitional programs; and the remaining 135 programs (14.6%) were identified as other programs.

Collectively, these programs served 33,340 children ranging in age from as young as 18 months to as old as 14 years, and employed 6,399 full- and part-time paid and volunteer staff members.

Table 7 shows that more than half of the staff (3,542 or 55.4%) are volunteers, while 44.7% (2,857) are paid employees. Full-time paid staff account for 29.3% of all staff, while part-time paid staff account for another 15.4% of all staff, full-time volunteers account for 4.44% of all staff, and part-time volunteers account for the remaining 50.91% of all staff.

TABLE 7
Numbers of Full and Part-Time Paid and Volunteer Staff

Program Type	Numbers of Staff						
	Paid			Volunteer			Total
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Staff
Preschool	929	520	1,449	73	914	987	2,436
Head Start	260	20	280	198	1,858	2,056	2,336
Childcare	184	121	305	2	35	37	342
Latchkey	82	124	206	2	19	21	227
Transitional	66	24	90	0	49	49	139
Others	353	174	527	9	383	392	919
Column Totals	1,874	983	2,857	284	3,258	3,542	6,399

Among the 6,399 staff, a total of 1,016 staff members were reported possessing one of four specific qualifications as shown in Table 8. If it is assumed that respondents only reported qualifications possessed by paid staff members, then 35.6% of the total paid staff (1,016/2,857) possess specific qualifications, or alternatively, 15.9% of all staff (i.e. 1,016/6,399) possess specific qualifications.

TABLE 8
Numbers of Staff with Specific Qualifications

Program Type	Type of Qualifications				
	Teaching Certificate	Other 4-year	2-year	CDA*	Total
Preschool	395	61	76	29	561
Head Start	60	4	7	43	114
Childcare	28	8	18	11	65
Latchkey	32	6	28	4	70
Transitional	37	3	5	3	48
Others	102	15	30	11	158
Column Totals	654	97	164	101	1,016

* CDA means Child Development Associate.

Preschool programs employed the most staff in the following categories: paid staff (1,449), total staff (2,436), staff with specific qualifications (561), and staff holding teaching certificates (395). Head Start programs employed the most volunteer staff (2,056), the second highest total staff (2,336), the highest number of child Development Associate (CDA) credentialed staff (43), and the third highest number of certified teachers (60). The "Other" program category accounted for the third highest number of total staff (919); the second highest number of paid staff (527), certified teachers (102), and total staff with specific qualifications (158); and the third highest number of voluntary staff (392). Collectively, these three program categories accounted for 88.9% of all staff, 78.9% of all paid staff, 81.99% of staff with specific qualifications, and 85.2% of all reported certified teachers. (See Tables 7 and 8.)

Generally, the programs were characterized as developmental in orientation or balanced between an academic and developmental focus. Age was the predominant admission criterion, and age and teacher evaluation constituted the predominant exit criteria. (See Tables 9 and 10.) Each program type is profiled in the following subsections.

TABLE 9
Enrollment in Early Childhood Education Programs

Program Type	#	Children Served	Youngest YRS.	Youngest MO.	Oldest YRS.	Oldest MO.
Childcare						
Public	7	218	3	8	12	0
Nonpublic	49	1,533	1	6	14	0
Preschool						
Public	166	7,567	2	6	6	11
Nonpublic	354	10,430	1	6	6	9
Headstart						
Public	102	4,415	2	0	6	0
Nonpublic	6	320	3	0	5	0
Transitional						
Public	41	903	3	6	9	5
Nonpublic	12	113	2	6	12	0
Latchkey						
Public	17	617	3	9	12	0
Nonpublic	37	914	2	6	14	0
Other						
Public	69	3,599	2	9	13	0
Nonpublic	66	2,711	1	6	13	0

TABLE 10
Summary of Key Criteria of Early Childhood Education Programs

Program Type	#	Most Prevalent Admission Criterion	Most Prevalent Exit Criterion	Most Prevalent Focus
Childcare				
Public	7	Age	Age	Developmental
Nonpublic	49	Age	Teacher Evaluation	Balanced*
Preschool				
Public	166	Age	Age	Balanced*
Nonpublic	354	Age	Teacher Evaluation	Balanced*
Headstart				
Public	102	Age/Income	Age	Balanced*
Nonpublic	6	Income	Age	Balanced*
Transitional				
Public	41	Age	Teacher Evaluation	Acad./Balanced*
Nonpublic	12	Age	Age/Teacher Evaluation	Developmental
Latchkey				
Public	17	Age	Age	Developmental
Nonpublic	37	Age	Age	Developmental
Other				
Public	69	Age	Age	Balanced*
Nonpublic	66	Age	Age	Balanced*

*Balanced refers to curricula characterized as balanced between an academic and a developmental focus.

Preschool Programs

Respondents reported 520 preschool programs serving 17,997 children ranging in age from 18 months to six years and 11 months. Of these programs 354 or 68% were operated by nonpublic schools, while the remaining 166 programs (32%) were operated by public schools. Most of these programs (342 or 65.7%) were described as having a balanced orientation between academic and developmental objectives, while 71 or 13.7% were described as primarily academic in orientation and 104 or 20% were described as primarily developmental in orientation.

Almost all of the programs (502 or 96.5%) base admission on age, while 327 or 62.8% also require that a child be toilet trained as a criterion of admission, and 111 or 21.3% also base admission on the results of screening/readiness tests. Approximately three-fourths (395 or 75.9%) of the programs use teacher evaluations as an exit criterion, and 156 or 30% of the programs use some type of locally developed or standardized test as an exit criterion.

Of the programs 365 or 70% operate on a half-day schedule, while 111 or 21% operate on an all-day schedule. Almost 60% of the programs (308 or 59.2%) operate only on school days, while 196 or 37.7% of the programs operate less than 5 days per week. Less than 10% of the programs (37 or 7.1%) operate before and after regular school hours, i.e., include a latchkey component.

The programs employ a total of 929 full-time paid staff and 520 part-time paid staff and utilize the services of 73 full-time volunteers and 914 part-time volunteers. Among the people employed in these programs, 395 are certified teachers, 61 are other 4-year college graduates, 76 are 2-year college graduates, and 29 are reported holding the CDA (Child Development Associate) credential. (See Table 11.)

TABLE 11
Preschool Programs
Frequencies and Ranges of Responses

Type of School	Public		Nonpublic	
Number of Programs	166		354	
Primary Focus:				
Academic	25	15.2%	46	13%
Developmental	29	17.6%	75	21%
Balance of Both	40	67.0%	232	65%
Range and Total of Students Served	1-272 Total 7,567		2-208 Total 10,430	
Range and Total of Students on Waiting Lists	1-500 Total 2,188		1-432 Total 1,486	
Age Ranges of Students Served				
Youngest	1 yr. 6 mo.-5 yrs.		2 yr. 6 mo. 6 yr. 2 mo.	
Oldest	3 yr. 1 mo.-6 yr. 11 mo.		2 yr. 6 mo. 6 yr. 9 mo.	
Staff (Range)				
Full-Time Paid	1-15		1-30	
Part-Time Paid	1-6		1-12	
Full-Time Volunteer	1-40		1-2	
Part-Time Volunteer	1-99		1-34	
Staff Credentials (Range)				
Certified Teachers	1-13		1-10	
4 yr. College Graduates	1-5		1-10	
2 yr. College Graduates	1-5		1-6	
CDA's	1-3		1-4	
Admission Criteria				
Age	156		346	
Toilet Trained	65		262	
Low Income	24		2	
Children of School-age Parents	1		7	
Children of Employed Parents	1		5	
Children of Single Parents	2		1	

Children of School Staff	1	1
Results of Screening/ Readiness Tests	84	27
Other Criteria	26	14
Exit Criteria		
Teacher Evaluation	109	286
Age	134	199
Locally Developed Test	22	49
Standardized Test/Scale	35	50
Other	6	16
Instructional Schedule		
All Day	34	77
Half Day	126	239
Only on School Days	114	188
On School Days and School Holidays	2	33
Before and after Regular School Hours	3	34
During the Summer	22	60
Less than 5 Days per Week	22	174
Other	2	15

Transitional Programs

Fifty-three transitional programs serving 1,016 children ranging in age from 2 years to 12 years were reported. Forty-one of these programs (77.4%) were operated by public schools and 12 programs (22.6%) were operated by nonpublic schools. Twenty-three of the programs (43.4%) were described as academically oriented, while 8 programs (15.1%) were described as developmentally oriented, and 19 programs (35.8%) were described as reflecting a balance between an academic and developmental orientation.

Almost three-fourths of the programs (39 programs or 73.6%) rely on age as an admission criterion, while 21 programs (39.6%) include the results of screening/readiness tests as an admission criterion, and 15 or 28.3% of the programs include toilet training as an admission criterion. Teacher evaluation is an exit criterion used in 32 of the programs (60.4%), and 26 programs (49.1%) use locally developed or standardized tests as exit criteria.

Twenty-eight programs (52.8%) operate on a full-day schedule, while 22 programs (41.5%) operate on a half-day schedule. Almost 57% of the programs operate only on school days (30 programs), while 7 programs (13.2%) operate during the summer, and 4 programs (7.5%) operate less than 5 days per week.

The programs employ 66 full-time paid staff, 24 part-time paid staff, and 49 part-time volunteers. Among the people employed in these programs, 37 are certified teachers, 3 are other 4-year college graduates, 5 are 2-year college graduates, and 3 are reported holding the CDA credential. (See Table 12.)

TABLE 12
Transitional Programs

Type of School	Public	Nonpublic
Number of Programs	41	12
Primary Focus:		
Academic	19 47.5%	4 40%
Developmental	2 5%	6 60%
Balance of Both	19 47.3%	
Range & Total of Students Served	3-75 Total 903	2-25 Total 113
Range & Total of Students on Waiting Lists	2-30 Total 99	2 Total 4
Age Ranges of Students Served		
Youngest	3 yr. 6 mo.-6 yr. 5 mo.	2 yr.-6 yr. 2 mo.
Oldest	4 yr.-9 yr. 5 mo.	3 yr.-12 yr.
Staff (Range)		
Full-Time Paid	1-5	1-3
Part-Time Paid	1-6	1-2
Full-Time Volunteer	0	0
Part-Time Volunteer	1-40	1-2
Staff Credentials (Range)		
Certified Teachers	1-9	1-3
4 yr. College Graduates	1	1
2 yr. College Graduates	1-2	1
CDA's	1-2	1
Admission Criteria		
Age	31	8
Toilet Trained	13	2
Low Income	3	0
Children of School-Age Parents	0	0
Children of Employed Parents	1	0
Children of Single Parents	1	0
Children of School Staff	0	1
Results of Screening/ Readiness Tests	21	0
Other Criteria	6	0
Exit Criteria		
Teacher Evaluation	28	5
Age	23	5
Locally Developed Test	8	0
Standardized Test/Scale	17	1
Other	4	0

Instructional Schedule		
All Day	22	6
Half Day	18	4
Only on School Days	23	7
On School Days and School Holidays	1	1
Before and after Regular School Hours	1	1
During the Summer	2	5
Less than 5 Days per Week	1	3
Other	0	0

Head Start Programs

Respondents reported 108 Head Start Programs, serving 4,785 children, ranging in age from 2 years to 6 years 6 months. Of these programs 102 or 94% were operated by public schools and 6 programs were operated by nonpublic schools. Most of these programs (67 programs or 62%) were described as having a balanced orientation between academic and developmental objectives, while 31 programs (28.7%) were characterized as primarily developmental in orientation, and 8 programs (7.4%) were characterized as primarily academic in orientation.

Family income and the children's ages were the overwhelmingly dominant admission criteria, as 101 programs (93.5) used family income as an admission criteria and 98 programs (90.7%) used age as an admission criteria. Age was an exit criterion specified for 97 or 89.8% of the programs, while 42 programs (38.8%) also used teacher evaluations as an exit criterion, and 21 programs or (19.4%) used some form of local or standardized tests/scores among exit criteria.

Eighty-seven of the programs (80.6%) operate on a half-day schedule, while 19 programs (17.6%) operate on a full-day schedule. Seventy-eight programs (72.2%) operate only on school days, while 9 programs operate less than 5 days per week and 8 of the programs operate during the summer. Only 1 program was reported to operate before and after regular school hours.

The programs employ a total of 260 full-time paid and 20 part-time paid staff and utilize the services of 198 full-time volunteers and 1,858 part-time volunteers. Among the people employed in these programs, 60 are certified teachers, 4 are other 4-year college graduates, 7 are 2-year college graduates, and 43 are reported holding the CDA credential. (See Table 13.)

TABLE 13
Head Start Programs

Type of School	Public		Nonpublic	
Number of Programs	102		6	
Primary Focus:				
Academic	7	7%	1	16.6%
Developmental	29	29%	2	33.3%
Balance of Both	64	64%	3	50.0%
Range & Total of Students Served	12-144	Total 4,465	40-80	Total 320
Range & Total of Students on Waiting Lists	3-180	Total 3,975	5-100	Total 135
Age Ranges of Students Served				
Youngest	2 yrs. - 5 yrs. 6 mo.		3 yrs. - 4 yrs.	
Oldest	3 yrs. 9 mo.-6yrs. 6 mo.		4 yrs. - 5 yrs.	
Staff (Range)				
Full-Time Paid	1-15		2-6	
Part-Time Paid	1-5		1-3	
Full-Time Volunteer	1-80		2	
Part-Time Volunteer	1-99		6-25	
Staff Credentials (Range)				
Certified Teachers	1-7		1-3	
4 yr. College Graduates	1-2		1-2	
2 yr. College Graduates	1-2		1-2	
CDA's	1-4		1-5	
Admission Criteria				
Age	97		1	
Toilet Trained	50		3	
Low Income	96		5	
Children of School-Age Parents	2		0	
Children of Employed Parents	0		0	
Children of Single Parents	0		0	
Children of School Staff	1		0	
Results of Screening/ Readiness Tests	6		0	
Other Criteria	7		1	
Exit Criteria				
Teacher Evaluation	39		3	
Age	91		6	
Locally Developed Test	10		0	
Standardized Test/Scale	11		0	
Other	1		0	

Instructional Schedule		
All Day	18	1
Half Day	83	4
Only on School Days	75	3
On School Days and School Holidays	0	0
Before and after Regular School Hours	1	0
During the Summer	8	0
Less than 5 Days per Week	6	3
Other	0	0

Childcare Programs

Fifty-six childcare programs serving 1,751 children ranging in age from 15 months to 12 years were reported. Forty-nine of these programs (87.5%) were operated by nonpublic schools and seven programs (12.5%) were operated by public schools. Just over half of these programs (29 or 51.8%) were characterized as developmental in orientation, while 25 programs (44.6%) were characterized as encompassing a balance of academic and developmental orientation, and two programs were characterized as academically oriented.

Age was the most common admission criterion among the programs, as it was specified as a criterion in 47 of the 56 programs (83.9%); while 29 or 51.8% of the programs require the child to be toilet trained as an admission criterion. Twenty-five of the programs (44.6%) utilize age as an exit criterion, while 17 programs (30.4%) utilize teacher evaluation as an exit criterion.

Three-fourths of the programs (42 of 56) operate on an all-day schedule, while 12 programs (21.4%) operate on a half-day schedule. Thirty-two of the programs (57.1%) operate before and after regular school hours and 29 (51.7%) operate during the summer; while only 12 programs (21.4%) operate only on school days; and two programs operate less than 5 days per week.

The programs employ 184 full-time paid staff and 121 part-time paid staff and utilize the services of 2 full-time volunteers and 35 part-time volunteers. Among the people employed in these programs, 28 are certified teachers, 8 are other 4-year college graduates, 18 are 2-year college graduates, and 11 are reported holding the CDA credential. (See Table 14.)

TABLE 14
Childcare Programs

Type of School	Public	Nonpublic
Number of Programs	7	49
Primary Focus:		
Academic	0 0%	2 4%
Developmental	7 100%	22 45%
Balance of Both	0 0%	25 51%
Range & Total of Students Served	15-76 Total 218	2-37 Total 1533
Range & Total of Students on Waiting Lists	40 Total 40	2-432 Total 638
Age Ranges of Students Served		
Youngest	3 yr. 8 mo. - 6 yr.	15 mo. - 5 yr.
Oldest	9 yr. 6 mo. - 12 yr.	15 mo. - 14 yr.
Staff (Range)		
Full-Time Paid	2-10	1-30
Part-Time Paid	1-8	1-12
Full-Time Volunteer	0	2
Part-Time Volunteer	1	1-15
Staff Credentials (Range)		
Certified Teachers	1-2	1-10
4 yr. College Graduates	1-6	1-2
2 yr. College Graduates	1-7	1-6
CDA's	0	1-5
Admission Criteria		
Age	4	43
Toilet Trained	2	27
Low Income	0	0
Children of School-Age Parents	2	3
Children of Employed Parents	1	2
Children of Single Parents	0	0
Children of School Staff	0	1
Results of Screening/ Readiness Tests	0	3
Other Criteria	0	4
Exit Criteria		
Teacher Evaluation	1	16
Age	2	23
Locally Developed Test	0	1
Standardized Test/Scale	0	3
Other	0	3

Schedule		
All Day	2	40
Half Day	1	11
Only on School Days	0	12
On School Days and School Holidays	2	19
Before and after Regular School Hours	4	28
During the Summer	1	28
Less than 5 Days per Week	0	2
Other	1	1

Latchkey Programs

Fifty-four latchkey programs serving 1,531 children ranging in age from 30 months to 14 years were reported. Thirty-seven of these programs (68.5%) were operated by nonpublic schools, and 17 or 31.5% of these programs were operated by public schools. Approximately 60% of the programs (33 or 61.1%) were characterized as developmental in orientation, 20 programs (37%) were characterized by a balance of academic and developmental orientation, and one program was characterized as academic in orientation. Admission criteria for the programs included: age (37 programs or 68.5%), toilet training (24 programs or 44.4%), limited to children of school-age parents (14 programs or 25.9%), limited to children of employed parents (10 programs 18.5%), and other criteria (11 programs or 20.4%). Age was the most prevalent exit criteria (20 programs or 37%), and teacher evaluation was specified as an exit criteria for 9 programs (16.7%).

Forty-six of the programs (85.2%) were reported as operating before and after regular school hours, while 20 programs (37%) were reported operating only on school days and 18 programs (33.3%) were reported operating on school days and school holidays.

The programs employ 82 full-time paid staff and 124 part-time paid staff and utilize 2 full-time volunteers and 19 part-time volunteers. Among the people employed in these programs, 32 are certified teachers, 6 are other 4-year college graduates, 28 are 2-year college graduates, and 4 are reported holding the CDA credential. (See Table 15.)

TABLE 15
Latchkey Programs

Type of School	Public	Nonpublic
Number of Programs	17	37
Primary Focus:		
Academic	0	1 2.7%
Developmental	13 76%	20 54.0%
Balance of Both	4 24%	16 43.2%
Range & Total of Students Served	7-93 Total 617	5-125 Total 914
Range & Total of Students on Waiting Lists	5-15 Total 50	3-300 Total 337
Age Ranges of Students Served		
Youngest	3 yr. 9 mo.-5 yr. 1 mo.	2 yr. 6 mo-6 yr. 2 mo.
Oldest	8 yr. - 12 yr.	4 yr. 6 mo.-14 yr.
Staff (Range)		
Full-Time Paid	1-3	1-30
Part-Time Paid	1-6	1-15
Full-Time Volunteer	0	1
Part-Time Volunteer	0	1-6
Staff Credentials (Range)		
Certified Teachers	1-2	1-10
4 yr. College Graduates	1	1-3
2 yr. College Graduates	1-6	1-6
CDA's	1-2	1
Admission Criteria		
Age	9	28
Toilet Trained	3	21
Low Income	0	0
Children of School-Age Parents	6	8
Children of Employed Parents	6	4
Children of Single Parents	1	0
Children of School Staff	0	0
Results of Screening/ Readiness Tests	0	3
Other Criteria	5	6
Exit Criteria		
Teacher Evaluation	1	8
Age	4	16
Locally Developed Test	0	0
Standardized Test/Scale	0	1
Other	1	4

Instructional Schedule		
All Day	3	8
Half Day	4	7
Only on School Days	6	14
On School Days and School Holidays	6	12
Before and after Regular School Hours	13	33
During the Summer	3	16
Less than 5 Days per Week	0	1
Other	3	2

Other Programs

There were 135 unclassified programs reported. These other programs served a total of 6,310 children who ranged in age from 18 months to 13 years. Sixty-nine of the programs (51.1%) were operated by public schools and 66 programs (48.9%) were operated by nonpublic schools. Seventy-six of the programs were characterized as involving a balance between academic and developmental orientation, while 38 programs (28.1%) were characterized as academically oriented, and 12 programs (8.9%) were characterized as developmentally oriented.

Age was reported as an admission criterion for 112 or 83% of the programs, while being toilet trained was required in 59 programs (43.7%), and 48 programs (35.6%) used screening/readiness tests as admission criteria. Teacher evaluation was the primary exit criterion reported in 94 (69.6%) programs; 81 (60%) used age; and 93 (68.9%) used locally developed or standardized tests as exit criteria.

Eighty-six programs (63.7%) were reported operating on a half-day schedule, while 56 programs (41.5%) were reported operating on an all-day schedule. Seven programs were reported operating on both a half-day and an all-day schedule. Eighty-six of the programs operate only on school days (63.7%); 27 programs operate during the summer (20%), 15 programs operate on school days and school holidays (11.1%); 19 programs operate before and after regular school hours (14.1%); and 13 programs operate less than five days a week (9.6%).

These programs employ a total of 353 full-time paid staff and 174 part-time paid staff and utilize the services of 9 full-time volunteers and 383 part-time volunteers. Among the people employed in these programs, 102 are certified teachers, 15 are other 4-year college graduates, 30 are 2-year college graduates, and 11 are reported holding the CDA credential. (See Table 16.)

TABLE 16
Other Programs

Type of School	Public	Nonpublic
Number of Programs	69	66
Primary Focus:		
Academic	22	16
Developmental	6	6
Balance of Both	36	40
Range & Total of Students Served	3-205 Total 3,599	3-175 Total 2,711
Range & Total of Students on Waiting Lists	1-300 Total 953	3-50 Total 223
Age Ranges of Students Served		
Youngest	2 yr. 9 mo.-7 yr.	18 mo.-5 yr. 9 mo.
Oldest	3 yr. 9 mo.-13 yr.	2 yr. 9 mo.-13 yr.
Staff (Range)		
Full-Time Paid	1-14	1-21
Part-Time Paid	1-7	1-24
Full-Time Volunteer	1	1-7
Part-Time Volunteer	1-99	1-10
Staff Credentials (Range)		
Certified Teachers	1-13	1-6
4 yr. College Graduates	1-6	1-7
2 yr. College Graduates	1-4	1-6
CDA's	1-3	1-4
Admission Criteria		
Age	55	57
Toilet Trained	21	38
Low Income	5	0
Children of School-Age Parents	2	2
Children of Employed Parents	1	3
Children of Single Parents	0	0
Children of School Staff	2	2
Results of Screening/ Readiness Tests	36	12
Other Criteria	9	6
Exit Criteria		
Teacher Evaluation	47	47
Age	45	36
Locally Developed Test	31	11
Standardized Test/Scale	37	14
Other	9	5

Schedule		
All Day	20	36
Half Day	44	42
Only on School Days	49	37
On School Days and School Holidays	1	14
Before and after Regular School Hours	2	17
During the Summer	8	19
Less than 5 Days per Week	4	9
Other	3	4

KINDERGARTEN PROGRAMS AND ISSUES

The following four subsections present the findings concerning the numbers and types of kindergarten programs, the focus of curricula of kindergarten programs, the extent and reasons for curriculum modifications, and the extent of kindergarten screening programs.

Principals of elementary schools that housed one or more kindergarten programs were asked to report: (a) the type or types of kindergarten programs operated in their schools; (b) the primary curriculum focus of their kindergarten curriculum; (c) whether some type of screening program was routinely conducted in concert with their kindergarten program; and (d) whether the kindergarten curriculum (curricula) had been modified within the past five years due to changes in the school readiness of entering students, or for other reasons. The rationale for these questions follows.

Since the development of the kindergarten concept in the 19th century, kindergarten has evolved from an optional component of public school district offerings to a compulsory offering and from an offering that relatively few parents select for their children to an offering that the vast majority of parents select for their children. Kindergarten has also come to be perceived as the initial year of public schooling. Children in Illinois are not currently legally compelled to attend kindergarten. However, a majority of children are enrolled. These observations raise a number of issues that needed to be addressed regarding the status of kindergarten programs currently in operation.

Each principal was asked to indicate the number(s) of different types of kindergarten programs operated by his or her school and the curriculum focus of each kindergarten program. The question was designed to discover the extent to which various kinds of kindergartens were offered. Further, it was designed to indicate if the curricula were focused upon development of childrens' readiness for first grade, or initiation of academic instruction.

A second question sought to identify whether the kindergarten curriculum had been modified recently and the reasons for such modification. This question was intended to provide information regarding the nature of the kindergarten curricula and the effects that the increasing prevalence of preschool and childcare services might have on kindergarten curriculum modifications.

In support of efforts to address policies dealing with the kindergarten admission age and readiness issues, three items concerning screening were included. Principals were asked if their school routinely conducted developmental screening of all children upon entrance to kindergarten, when such screening was conducted, what instrument or instruments were used in the screening process, and the uses made of the screening results.

Finally, an item was included to identify how many schools initiate a regular kindergarten program beginning in the winter term rather than, or in addition to, the fall term. No schools were identified as initiating a mid-year kindergarten program.

Numbers and Types of Kindergartens

A total of 2,914 kindergartens were reported by survey respondents, of which 2,209 or 75.8% were half-day, everyday kindergartens; 277 or 9.5% were all-day everyday, kindergartens; 139 or 4.8% were all-day, alternate-day kindergartens; 58 or 2% were transitional kindergartens; and 231 or 7.9% were characterized as other types of kindergartens. Table 17 displays the numbers of kindergarten programs by type reported by public and nonpublic school principals and the totals for each type.

TABLE 17
Numbers of Kindergartens Reported by Type

Type	Number	Percent
Half-Day Everyday	2,209	75.8
All-Day Everyday	277	9.5
All-Day Alternate Day	139	4.8
Transitional	58	2.0
Other	231	7.9
Totals	2,914	100.0

Curriculum Orientation

Among the 2,914 kindergartens reported, 2,625 were characterized as either academically oriented or developmentally oriented. The remaining 289 kindergartens were transitional kindergartens (58); other types of kindergarten programs were characterized as both academically and developmentally oriented (231) or were uncharacterized. Of the 2,625 kindergartens characterized as either academically oriented or developmentally oriented, 2,349 or 89.8% were academically oriented and 276 or 10.2% were developmentally oriented. (See Tables 18 and 19 below.)

TABLE 18
Curriculum Orientation of Kindergarten Programs

	Academic	Developmental	Total
Public	1,819 (90%)	198 (10%)	2,017
Nonpublic	530 (89%)	78 (11%)	608
Total	2,349 (89.8%)	276 (10.2%)	2,625

TABLE 19
Numbers of Kindergarten Programs by Type and Orientation

Type	Number	Percent Within Type
Regular, half-day, everyday kindergarten with academic orientation	1,994	90.3
Regular, half-day, everyday kindergarten with experiential/social/play orientation	215	9.7
All-day, alternate-day kindergarten with academic orientation	119	85.6
All-day, alternate-day kindergarten with experiential/social/play orientation	20	14.4
All-day, everyday kindergarten with academic orientation	236	85.2
All-day, everyday kindergarten with experiential/social/play orientation	41	14.8
Transitional kindergarten	58	100.0
Other(s)	231	100.0
Total	2,914	

Curriculum Modification

A total of 1,827 principals indicated that the kindergarten curriculum/curricula of their schools had been modified or expanded within the past five years, while 1,183 principals indicated that the kindergarten curriculum/curricula had not been modified within the past five years. Of the principals indicating the curriculum/curricula had been modified, 949 or 31.5% indicated the curriculum was modified to deal with the differences in the readiness between children with preschool/childcare experiences and children without such experiences; 424 or 14.1% indicated that additional curricular options had been added for this reason; 395 or 13.1% indicated that the curriculum/curricula had been modified for other reasons; 59 or 2.0% indicated that the modification(s) were made to deal with readiness and other issues. Of principals who indicated that the curriculum had not been modified within the past five years, 139 (4.6%) anticipated modification to deal with the readiness issue in the near future. No curriculum modifications have been made in the past five years and no differences in the readiness of children with and without preschool/childcare experiences have been perceived by 312 (10.4%) of the principals, while 732 or 24.3% principals indicated that no curriculum modifications have been made within the past five years because none were needed. (See Table 20.)

TABLE 20
Kindergarten Curriculum Changes and Reasons Cited

Change	Reason	Responses	%
Curriculum modified	Readiness of children	949	31.5
Curricular options added	Readiness of children	424	14.1
Curriculum modified	Reasons other than readiness	395	13.1
Curriculum modified/ added	Readiness and other reasons	59	2.0
Curriculum not modified	No readiness differences perceived	312	10.4
Curriculum not modified	No modification needed	732	24.3
Curriculum not modified but modification due to readiness anticipated		139	4.6
Totals		3,010	100.0

Kindergarten Screening

Just over 54% of the principals responding indicated that their school or district routinely conducts developmental screening (other than Health, Vision, Hearing and Special Education Screening) for all children upon entrance to kindergarten. Screening was conducted in March and extended throughout subsequent months until September. Table 21 lists the months in which screening was conducted and the number of principals indicating that screening was conducted during each combination of months.

TABLE 21
Months When Schools Routinely Conduct Developmental Screening

Month/Months	Number of Schools	Percent of Schools That Conduct Screening
March	1,547	88.8
March, April	52	3.0
March, May	12	0.7
March, June	24	1.4
March, July	26	1.5
March, August	26	1.5
March, September	12	0.7
March, Other	5	0.3
March, April, May	15	0.9
March, April, June	1	0.1
March, April, July	5	0.3
March, April, August	1	0.1

March, April, September	3	0.2
March, April, Other	1	0.1
March, June, July	2	0.1
March, April, May, June	5	0.3
March, April, July, August	1	0.1
March, April, September, Other	1	0.1
March, April, May, June, July	3	0.2
March, April, May, June, July, August	1	0.1
	1,743	

The principals indicated that from one to eleven of 141 different screening instruments were used in their screening program. Ten specific screening instruments/tests were listed on the survey form along with two generic categories (Others, and Locally Developed Tests). As shown in Table 22, no single instrument was identified as being used by a majority of the respondents. The list of instruments specified by principals is contained in Appendix B.

Sixty percent of the principals indicated that one specific instrument was used if screening was conducted, and each instrument was typically used for more than one purpose. Identification of children with special needs was the use most frequently indicated by principals, while the second most frequent use reported was recommendation for delayed entry into kindergarten. Table 23 displays the number of instruments used by respondents, while Table 24 shows the frequency with which the instruments are used for each of five indicated purposes.

TABLE 22
Number and Proportion of Selected Screening Instruments Used

Instrument	Numbers Reported	Percent*
ABC Inventory to Determine Kindergarten Readiness	206	11.8
Boehm Test of Basic Concepts	157	9.0
Brigance Diagnostic Inventory of Basic Skills	155	8.9
Denver Developmental Screening Test	56	3.2
DIAL (Developmental Indicator for Assessment of Learning)	200	11.5
Gesell Kindergarten Readiness Screening Test	92	5.3
Metropolitan Readiness Tests	242	13.9
Peabody Picture Vocabulary	327	18.8
Portage Checklist	9	0.5
Screening Test of Academic Readiness	79	4.5
Other(s) Specified	534	30.6
Locally developed tests	427	24.5

*Percentage is percent of schools utilizing one or more instruments.

TABLE 23
Number of Instruments Used in Screening Programs

Number of Instruments Used	Numbers Reported Using 1 or More Instruments
1 Instrument Only	966
2 Instruments	361
3 Instruments	145
4 Instruments	77
5 Instruments	27
More than 5 Instruments	19

TABLE 24
Frequencies of Specified Uses of Instrument Results

Instrument Purposes	Frequency of Use for Purpose
Development of Kindergarten Instructional Plan	962
Identification of Children with Special Needs	2,018
Placement in Alternative Kindergarten Program	685
Recommendation for Delayed Entry into Kindergarten	1,120
Other Purposes	344

SUMMARY AND CONCLUSIONS

Summary

Almost three-fourths (73.5%) of the principals responding to the survey characterized the level of demand for childcare and preschool services among parents as either high (23.2%) or very high (50.3%). Concurrently, almost two-thirds of the principals (64.2%) characterized the supply of such services as approximately equal to (58.8%) or far in excess (5.4%) of the perceived level of demand.

More than half of the principals (50.3%) indicated they did not know the number or proportion of their student populations that might need latchkey services, while the remaining 49.7% indicated the number of students needing such services ranged from one student in their school to all students in their school. Almost two-thirds (66.5%) of the principals indicated that from one to all of their kindergarten students possessed some preschool experience, while 24.4% of the principals responded they did not know or could not estimate the number or percentage of kindergarten students with preschool experience.

Participation in some form of communications network involving public school, nonpublic school or childcare center officials, home care providers, or others was reported by 28% of the principals who represented 1,002 public and nonpublic schools. However, more than half of these networks included only public school officials (368), public school officials and day-care center officials (209), and public and nonpublic school officials only (126), while less than 30% of the networks encompassed three or more of the classes of members.

A total of 338 childcare or preschool programs operating outside the jurisdiction of school officials were reported by principals as operating in their schools under the sponsorship of parent groups, private agencies and other public agencies. Approximately two-thirds (65.7%) of these programs were identified as childcare programs, while the remaining 34.3% were identified as combination preschool and childcare programs. This large a number of such programs was unanticipated, and detailed information about these nonschool-sponsored programs was not collected.

A total of 926 early childhood education programs were reported in operation by principals within their school jurisdictions. Public schools operated 410 prrograms (43.4%) in 327 schools, and nonpublic school operated 524 or 56.5% of the programs in 336 schools. Collectively, the programs serve a total of 33,340 children ranging in age from 18 months to 14 years. More than half (56.2%) of these programs were identified as preschool programs; 11.8%, as Head-Start programs; 6.0%, as childcare programs; 5.8%, as latch-key programs; 5.7%, as transitional programs; and the remaining 14.6%, as other types of programs not fitting one of the above categories. The most programs reported by a single school was five, while no programs were reported in operation 2,975 schools and no response was received from 401 schools.

Conclusions

The principals' perception of a high level of demand by parents for childcare and preschool programs was confirmed by the fact that 1,264 programs were identified as currently operating in public and nonpublic schools. Whether the perception of a balance of supply and demand for such programs is accurate cannot be verified. Given the dearth of communications networks reported by principals, the fact that identified programs were found among less than 25% of the public and nonpublic schools, and the fact that these programs serve only a reported 33,340 children from among a substantially large potential student population, improvement may be necessary. The issue of the adequacy of the supply of such opportunities is, however, particularly important when viewed in relation to findings regarding kindergarten.

Kindergarten does appear to have superseded the first grade as the initial year of academic instruction. Almost 90% of the kindergarten programs reported were described as primarily academic in focus. Almost 61% of the principals indicated their kindergarten curriculum/curricula had been modified within the past 5 years. Further, almost half (47.6%) of the principals who reported that the curriculum had been modified indicated that the reason was to deal with differences in the kindergarten readiness of students with preschool experience and those without such experience.

Also just over half (54.1%) of the principals indicated their school or district routinely conducts developmental screening primarily to identify children with special needs or to substantiate recommendations for delayed entry into kindergarten. The educational need for preschool or prekindergarten programming seems clear.

APPENDIX A

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

(1-15)

EARLY CHILDHOOD EDUCATION PROGRAM
Survey of Illinois Schools

DEFINITIONS:

Early childhood education means programs and services directed toward the care, development, and education of non-handicapped children between the ages of birth and eight years.

Childcare services are services that provide primarily supervision and custodial care for children. Childcare services may have an educational component.

Preschool services are services which emphasize educational and developmental activities as the primary focus of an organized and planned program for children not yet enrolled in kindergarten.

Latch-key programs are programs designed to provide supervision of children before and/or after regular school hours.

Transitional grades are intermediate grades that overlap two or more of the traditional grades kindergarten, 1, 2, or 3, and are designed for students who need additional educational services before transferring into the regular traditional grade. Children enrolled in these transitional grades may or may not be eligible for special education services.

Academically oriented programs refers to programs where the primary emphasis is on direct, formal instruction to develop reading and math skills.

Experiential/social/play oriented programs refers to programs where the primary emphasis is on child selected activities with concrete materials and experiences based on individual children's readiness for such experiences.

Parent education programs are programs designed to teach parents of young children methods and techniques of effective child development.

PART I Instructions:

Items 1 through 7 are for the purpose of assessing the need, supply, and demand for various types of early childhood education programs as perceived by principals in Illinois elementary schools (and other schools with ECE programs).

1. Which of the following best describes your perception of the current demand by parents for childcare/preschool services in the area served by your school?

(16) ☐ 1. Very High ☐ 2. High ☐ 3. Low ☐ 4. Very Low

2. Which of the following best describes the current supply of childcare/preschool services within the area served by your school relative to the demand by parents for such services?

(17) ☐ 1. Supply exceeds demand ☐ 2. Supply approximately equals demand ☐ 3. Supply is less than demand ☐ 4. Supply is much less than demand

3. What number of your currently enrolled students do you estimate need before or after school (latch-key) childcare?

(18-21) _____ Number (22) ☐ Don't know

4. What number of your entering Kindergarten population do you estimate have attended a preschool or childcare center?

(23-26) _____ Number (27) ☐ Don't know

5. Is there a regular system of communication and coordination between and among officials in your school, public school district officials and officials from local childcare centers and preschools?

(28) ☐ 1. Yes ☐ 2. No

If yes, which of the following kinds of officials are included in the communications network?

(29) ☐ Local public school officials
(30) ☐ Local private school officials
(31) ☐ Local daycare providers
(32) ☐ Local homecare providers
(33) ☐ Other (please specify) _____

6. Are any childcare or preschool programs operated in your school building by some other public or nonpublic agency or parent volunteers?

(34) ☐ 1. Yes ☐ 2. No

7. If yes, check the appropriate descriptor in each column below:

Type of Program	Operated By	School Space is
(35) ☐ Childcare	(37) ☐ Private agency	(40) ☐ Rented/Leased
(36) ☐ Preschool	(38) ☐ Parent group	(41) ☐ Donated
	(39) ☐ Other Public Agency (specify) _____	

(79-80) Record 01

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PART II Instructions:

Items 8 through 13 are for the purpose of obtaining information about the types of Kindergarten programs currently in operation and screening instruments used at the Kindergarten level for various purposes. Please check the appropriate response or responses to each item as indicated.

8. Record the number of Kindergarten programs of each type listed below which are operating in your school.

(16-17)____ a. Regular half-day everyday Kindergarten with academic orientation
(18-19)____ b. Regular half-day everyday Kindergarten with experiential/social/play orientation
(20-21)____ c. All day alternate day Kindergarten with academic orientation
(22-23)____ d. All day alternate day Kindergarten with experiential/social/play orientation
(24-25)____ e. All day everyday Kindergarten with academic orientation
(26-27)____ f. All day everyday Kindergarten with experiential/social/play orientation
(28-29)____ g. Transitional Kindergarten
(30-31)____ h. Other(s), describe: _____

9. Have you modified your Kindergarten curriculum or added additional curricular options within the past 5 years to deal with differences in the readiness between children with preschool/childcare experience and children without such experience? Why?

(32) ☐ 1. YES Curriculum was modified for this reason.
☐ 2. YES Additional curricular options were added for this reason.
☐ 3. YES But, not because of differences in readiness of children with or without preschool experience.
Specify reason: _____
☐ 4. NO No differences in readiness have been observed.
☐ 5. NO No curricular changes have been needed or made for this reason.
☐ 6. NO But, curricular changes for this reason are anticipated in the near future.

10. Will your school offer a regular Kindergarten program for children to begin their schooling January or February, rather than this Fall?

(33) ☐ 1. Yes ☐ 2. No

11. Does your school or district routinely conduct developmental screening (other than Health, Vision, Hearing and Special Education Screening) for all children upon entrance to Kindergarten?

(34) ☐ 1. Yes (Please answer questions 12 and 13)
☐ 2. No (Skip to question 14)

12. When was developmental screening or testing conducted for children who will enroll in Kindergarten in the Fall term of the 1984-85 school year?

(35) ☐ March 84 (37) ☐ May 84 (39) ☐ July 84 (41) ☐ September 84
(36) ☐ April 84 (38) ☐ June 84 (40) ☐ August 84 (42) ☐ Other (specify)

13. PURPOSES

(79-80) Record 02

INSTRUCTIONS: Which screening tests were used and for what purposes? Please place a check mark for each purpose which applies to each of the thirteen tests or instruments separately.

Development of a Kindergarten instructional plan for each child (Other than the IEP for Special Education)	Identification of children with potential special needs	Placement in alternative Kindergarten program	Recommendations for delay into Kindergarten	Other (please specify)	SCREENING INSTRUMENTS/TESTS:
(16)____	(17)____	(18)____	(19)____	(20)____	ABC Inventory to Determine Kindergarten Readiness
(21)____	(22)____	(23)____	(24)____	(25)____	Boehm Test of Basic Concepts
(26)____	(27)____	(28)____	(29)____	(30)____	Brigance Diagnostic Inventory of Basic Skills
(31)____	(32)____	(33)____	(34)____	(35)____	Denver Developmental Screening Test
(36)____	(37)____	(38)____	(39)____	(40)____	DIAL (Developmental Indicator for Assessment of Learning)
(41)____	(42)____	(43)____	(44)____	(45)____	Gesell Kindergarten Readiness Screening Test
(46)____	(47)____	(48)____	(49)____	(50)____	Metropolitan Readiness Tests
(51)____	(52)____	(53)____	(54)____	(55)____	Peabody Picture Vocabulary
(56)____	(57)____	(58)____	(59)____	(60)____	Peotone Early Prevention of School Failure
(61)____	(62)____	(63)____	(64)____	(65)____	Portage Checklist
(66)____	(67)____	(68)____	(69)____	(70)____	Screening Test of Academic Readiness
(79-80) Record 03 (16)____	(17)____	(18)____	(19)____	(20)____	Other(s), specify: _____
(21)____	(22)____	(23)____	(24)____	(25)____	Locally developed test(s)

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PART III Instructions:

Items 14 through 21 are designed to solicit the opinions of principals statewide regarding their view of the appropriate role of public schools in various aspects of early childhood education. Item 22 asks information concerning direct teaching experience at various levels for use in analyzing the results of this survey, and Item 23 asks for information concerning coursework or workshops in the area of child development. Please check the response to Items 15 through 21 that most accurately reflects your opinion on the issue addressed by each item. For Item 22 record the number of years of teaching experience you have had at each of the levels indicated. For Item 23 check the appropriate response.

NOTE: For Items 14 through 21 which follow, respond in accordance with your opinion AS IF COSTS WERE NOT A FACTOR. Nonpublic school officials are asked to respond to these items as well even though the questions deal with public school issues.

Do you agree or disagree that:

14. Chronological age should be the main criterion used to determine placement of children in kindergarten and first grade.

(16) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

15. Each public school should offer before and after school childcare services (latch key services) for all school age children who need it.

(17) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

16. Public schools should operate the Kindergarten program all-day everyday rather than half-day everyday or all-day on alternate days.

(18) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

17. Public schools should offer a pre-kindergarten program to children between 3 and 5 years of age.

(19) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

18. Public schools should offer childcare and educational experiences to infants and children below 3 years of age.

(20) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

19. Public schools should offer parent education programs for teenage and adult parents.

(21) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

20. Public schools should be allowed to charge tuition for childcare and preschool programs based upon the parents' (or guardians') ability to pay.

(22) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

21. Any childcare or preschool services provided to parents by public schools should be provided at no cost to parents.

(23) _____ 1. Strongly Agree _____ 2. Agree _____ 3. Disagree _____ 4. Strongly Disagree

22. At which of the following levels or grades have you, the principal, had previous classroom teaching experience? (Record the approximate numbers of years taught at each level in the spaces provided.)

(24-25) _____ Pre-kindergarten *(28-29)* _____ Grade 1 *(32-33)* _____ Grade 3 *(36-37)* _____ Grades 9 to 12

(26-27) _____ Kindergarten *(30-31)* _____ Grade 2 *(34-35)* _____ Grade 4 to 8 *(38)* _____ None (check if none)

23. Within the last 10 years, have you, the principal, had any formal coursework or attended workshops that focused primarily on the development of young children (i.e. children below age 8)?

(check one)

(39) _____ 1. Yes, formal courses _____ 2. No formal courses _____ 3. No, but interested in formal courses

(check one)

(40) _____ 1. Yes, workshops _____ 2. No workshops _____ 3. No, but interested in workshops

(79-80) Record 05

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PART IV Instructions: *This part is to be completed only if an early childhood education program other than a regular half-day everyday kindergarten program or special education program is operated in your school under your jurisdiction. Use one column for each program. Record the information requested regarding each program in the space provided according to the instructions along side each item 1 through 13.*

PRINCIPAL'S NAME	TELEPHONE NUMBER	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5	PROGRAM 6
1. Record the name of this program as used in the district to describe the program.							
2. Check the number which best describes the type of program. (Check 1 number for each program) See definitions on page 1.		(16)	(16)	(16)	(16)	(16)	(16)
1. Transitional	5. Kindergarten--all-day everyday	___ 1. ___ 5.	___ 1. ___ 5.	___ 1. ___ 5.	___ 1. ___ 5.	___ 1. ___ 5.	___ 1. ___ 5.
2. Childcare	6. Kindergarten--all-day alternate day	___ 2. ___ 6.	___ 2. ___ 6.	___ 2. ___ 6.	___ 2. ___ 6.	___ 2. ___ 6.	___ 2. ___ 6.
3. Latch Key (5 yrs. & up)	7. Head Start Program	___ 3. ___ 7.	___ 3. ___ 7.	___ 3. ___ 7.	___ 3. ___ 7.	___ 3. ___ 7.	___ 3. ___ 7.
4. Preschool	8. Other--specify	___ 4. ___ 8. Specify	___ 4. ___ 8. Specify	___ 4. ___ 8. Specify	___ 4. ___ 8. Specify	___ 4. ___ 8. Specify	___ 4. ___ 8. Specify
3. Is this program primarily: (Check 1 number for each program)		(17)	(17)	(17)	(17)	(17)	(17)
1. Academically oriented		___ 1.	___ 1.	___ 1.	___ 1.	___ 1.	___ 1.
2. Experiential/social/play oriented		___ 2.	___ 2.	___ 2.	___ 2.	___ 2.	___ 2.
3. Balance of both		___ 3.	___ 3.	___ 3.	___ 3.	___ 3.	___ 3.
4. How many children are served in this program?		(18-21) _____	(18-21) _____	(18-21) _____	(18-21) _____	(18-21) _____	(18-21) _____
5a. Is there a waiting list for this program?		(22) ___ 1. Yes ___ 2. No	(22) ___ 1. Yes ___ 2. No	(22) ___ 1. Yes ___ 2. No	(22) ___ 1. Yes ___ 2. No	(22) ___ 1. Yes ___ 2. No	(22) ___ 1. Yes ___ 2. No
5b. If 5a. is "Yes," how many children are on the waiting list?		(23-26) _____	(23-26) _____	(23-26) _____	(23-26) _____	(23-26) _____	(23-26) _____
6. What is the age range of children served in this program?		Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.	Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.	Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.	Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.	Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.	Youngest (27-28) ___ Yrs. (29-30) ___ Mos. Oldest: (31-32) ___ Yrs. (33-34) ___ Mos.

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PART IV - Continued	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5	PROGRAM 6
7. How many paid and volunteer staff are used for the program?						
Full-Time Paid	(35-36) ____	(35-36) ____	(35-36) ____	(35-36) ____	(35-36) ____	(35-36) ____
Part-Time Paid	(37-38) ____	(37-38) ____	(37-38) ____	(37-38) ____	(37-38) ____	(37-38) ____
Full-Time Volunteer	(39-40) ____	(39-40) ____	(39-40) ____	(39-40) ____	(39-40) ____	(39-40) ____
Part-Time Volunteer	(41-42) ____	(41-42) ____	(41-42) ____	(41-42) ____	(41-42) ____	(41-42) ____
8. How many of the staff in # 7 above are:						
Certificated teachers	(43-44) ____	(43-44) ____	(43-44) ____	(43-44) ____	(43-44) ____	(43-44) ____
4 year college graduates other than certificated teachers	(45-46) ____	(45-46) ____	(45-46) ____	(45-46) ____	(45-46) ____	(45-46) ____
2 year college graduates	(47-48) ____	(47-48) ____	(47-48) ____	(47-48) ____	(47-48) ____	(47-48) ____
CDA (Child Development Associate) credentialed	(49-50) ____	(49-50) ____	(49-50) ____	(49-50) ____	(49-50) ____	(49-50) ____
9. Check all letters indicating which of the following admission criteria are applicable to this program.						
a. Age	(51) ____ a.	(51) ____ a.	(51) ____ a.	(51) ____ a.	(51) ____ a.	(51) ____ a.
b. Child must be toilet trained	(52) ____ b.	(52) ____ b.	(52) ____ b.	(52) ____ b.	(52) ____ b.	(52) ____ b.
c. Family income below a certain level	(53) ____ c.	(53) ____ c.	(53) ____ c.	(53) ____ c.	(53) ____ c.	(53) ____ c.
d. Limited to children of school-age parents	(54) ____ d.	(54) ____ d.	(54) ____ d.	(54) ____ d.	(54) ____ d.	(54) ____ d.
e. Limited to children of employed parents	(55) ____ e.	(55) ____ e.	(55) ____ e.	(55) ____ e.	(55) ____ e.	(55) ____ e.
f. Limited to children of single parents	(56) ____ f.	(56) ____ f.	(56) ____ f.	(56) ____ f.	(56) ____ f.	(56) ____ f.
g. Limited to children of school staff	(57) ____ g.	(57) ____ g.	(57) ____ g.	(57) ____ g.	(57) ____ g.	(57) ____ g.
h. Results of screening/readiness tests--specify	(58) ____ h. Specify	(58) ____ h. Specify	(58) ____ h. Specify	(58) ____ h. Specify	(58) ____ h. Specify	(58) ____ h. Specify
i. Other--specify	(59) ____ i. Specify	(59) ____ i. Specify	(59) ____ i. Specify	(59) ____ i. Specify	(59) ____ i. Specify	(59) ____ i. Specify
10. Check the letters of the following exit criteria which are applicable to the program.						
a. Teacher evaluation	(60) ____ a.	(60) ____ a.	(60) ____ a.	(60) ____ a.	(60) ____ a.	(60) ____ a.
b. Age	(61) ____ b.	(61) ____ b.	(61) ____ b.	(61) ____ b.	(61) ____ b.	(61) ____ b.
c. Locally developed test	(62) ____ c.	(62) ____ c.	(62) ____ c.	(62) ____ c.	(62) ____ c.	(62) ____ c.
d. Standardized test/scale--specify	(63) ____ d. Specify	(63) ____ d. Specify	(63) ____ d. Specify	(63) ____ d. Specify	(63) ____ d. Specify	(63) ____ d. Specify
e. Other--specify	(64) ____ e. Specify	(64) ____ e. Specify	(64) ____ e. Specify	(64) ____ e. Specify	(64) ____ e. Specify	(64) ____ e. Specify

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APPENDIX B

List of Screening Instruments Reported and Number of Schools Reporting Use of the Instrument*

Name	Number
ABC INVENTORY TO DETERMINE KINDERGARTEN READINESS	137
BOEHM TEST OF BASIC CONCEPTS	122
BRIGANCE DIAGNOSTIC INVENTORY OF BASIC SKILLS	118
DENVER DEVELOPMENTAL SCREENING TEST	41
DIAL (DEVELOPMENTAL INDICATOR FOR ASSESSMENT OF LEARNING)	121
GESELL KINDERGARTEN READINESS SCREENING TEST	50
METROPOLITAN READINESS TESTS	119
PEABODY PICTURE VOCABULARY	242
PEOTONE EARLY PREVENTION OF SCHOOL FAILURE	143
PORTAGE CHECKLIST	7
SCREENING TEST OF ACADEMIC READINESS	46
Other Specified Instruments	
ABC's OF ACE READINESS TEST	2
ADDISON (Wesley Publishing Inventory)	2
ARTIC	1
BANKSON	1
BARBE READING SKILLS INVENTORY	1
BENDER	2
BOFE TESTS	1
CALDWELL (Preschool Inventory)	18
CAMBRIDGE	1
CAPER	1
CAROLINA DEVELOPMENT PROFILE	1
CARROW (Bilingual)	9
CHICAGO EARLY ASSESSMENT	10
CHICAGO BOARD OF EDUCATION ECIA INSTRUMENT	11
CIP	66
CLARK MOTOR SKILLS	1
CLIP	1
CLYMER-BARRETT	1
COGNITIVE ABILITIES TEST	1
COMPREHENSIVE KDG PROGRAM TEST	1
COOPERATIVE PRESCHOOL INVENTORY	4
CPI	1

PART IV - Continued	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5	PROGRAM 6
11. Check the appropriate letters if this program includes:						
a. A parent education component	(65) ___ a.	(65) ___ a.	(65) ___ a.	(65) ___ a.	(65) ___ a.	(65) ___ a.
b. A latch key component	(66) ___ b.	(66) ___ b.	(66) ___ b.	(66) ___ b.	(66) ___ b.	(66) ___ b.
c. Frequent child evaluation/screenings during the course of the program	(67) ___ c.	(67) ___ c.	(67) ___ c.	(67) ___ c.	(67) ___ c.	(67) ___ c.
12. Check the appropriate letters if this program is operated:						
a. All day	(68) ___ a.	(68) ___ a.	(68) ___ a.	(68) ___ a.	(68) ___ a.	(68) ___ a.
b. Half day	(69) ___ b.	(69) ___ b.	(69) ___ b.	(69) ___ b.	(69) ___ b.	(69) ___ b.
c. Only on school days	(70) ___ c.	(70) ___ c.	(70) ___ c.	(70) ___ c.	(70) ___ c.	(70) ___ c.
d. On school days and school holidays	(71) ___ d.	(71) ___ d.	(71) ___ d.	(71) ___ d.	(71) ___ d.	(71) ___ d.
e. Before and after regular school hours	(72) ___ e.	(72) ___ e.	(72) ___ e.	(72) ___ e.	(72) ___ e.	(72) ___ e.
f. During the summer	(73) ___ f.	(73) ___ f.	(73) ___ f.	(73) ___ f.	(73) ___ f.	(73) ___ f.
g. Less than 5 days per week-- specify	(74) ___ g. Specify ___	(74) ___ g. Specify ___	(74) ___ g. Specify ___	(74) ___ g. Specify ___	(74) ___ g. Specify ___	(74) ___ g. Specify ___
h. Other, specify	(75) ___ h. Specify ___	(75) ___ h. Specify ___	(75) ___ h. Specify ___	(75) ___ h. Specify ___	(75) ___ h. Specify ___	(75) ___ h. Specify ___
	(79-80) Record 06	(79-80) Record 08	(79-80) Record 10	(79-80) Record 12	(79-80) Record 14	(79-80) Record 16
13. What is the approximate percent of the cost financed from: (These must total to 100%)	%	%	%	%	%	%
a. General school funds	(16-18) ___ a.	(16-18) ___ a.	(16-18) ___ a.	(16-18) ___ a.	(16-18) ___ a.	(16-18) ___ a
b. Tuition	(19-21) ___ b.	(19-21) ___ b.	(19-21) ___ b.	(19-21) ___ b.	(19-21) ___ b.	(19-21) ___ b.
c. Federal grants	(22-24) ___ c.	(22-24) ___ c.	(22-24) ___ c.	(22-24) ___ c.	(22-24) ___ c.	(22-24) ___ c
d. Donations	(25-27) ___ d.	(25-27) ___ d.	(25-27) ___ d.	(25-27) ___ d.	(25-27) ___ d.	(25-27) ___ d.
e. Other sources	(28-30) ___ e.	(28-30) ___ e.	(28-30) ___ e.	(28-30) ___ e.	(28-30) ___ e.	(28-30) ___ e.
	(79-80) Record 07	(79-80) Record 09	(79-80) Record 11	(79-80) Record 13	(79-80) Record 15	(79-80) Record 17

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DABERON	17
DALLAS	25
DAP	1
DES PLAINES KDG SPEECH, LANG, SCREENING TEST	1
DO NOT KNOW WHICH TESTS THEY USE	3
DRAW A MAN	19
DRAW A PERSON	7
EARLY CHILDHOOD SCREENING	1
EARLY PREVENTION OF SCHOOL FAILURE	3
EDWARDSVILLE EARLY SUCCESS	1
EDWARDSVILLE EARLY SUCCESS ADAPTATION	1
ESEA	
FIVE MINUTE TEST (ABC, colors, name, vocab)	1
FLUHARTY	12
FOLLET	2
FROSTING	3
GATES-MACGINNITIE	2
GENERAL INVENTORY FOR KDG (by Economy Co. 1975 ed.)	1
GFW	2
GOLDMAN-FISTOE	1
GOODENOUGH	1
GOODMAN	1
GROSS MOTOR SKILLS CHECKLIST	9
HANNA-GARDER	1
HARCOURT READY STEPS	1
HARRIS TEST OF LATERAL DOMINANCE	1
HAWTHORNE	3
HODSON PHONOLOGICAL SURVEY	2
HOUGHTON-MIFFLIN	10
HOUGHTON-MIFFLIN READY STEPS	11
READY STEPS (Houghton-Mifflin)	17
H-T-P	1
IOWA READY STEPS	1
IOWA TEST OF BASIC SKILLS	3
INVENTORY OF READINESS SKILLS	1
IQ	1
ITPA	2
JOSEPH PRESCHOOL	2
KINDERGARTEN CHECKLIST	6
KIDS (Kdg Instructional Design System-Missouri)	36
K.I.S.T.	1
"KIT"	1
KSI (by Zaner-Bloser)	8
KTI (Kdg Task Inventory-Anderson)	15
LAP	3
LEASE (Spec. Ed.)	1
LIPPINCOTT SERIES READINESS	2
LOCALLY DEVELOPED TESTS	28

MACMILLIAN READING INVENTORY	1
McCARTHY	19
McGRAW HILL ACHIEVEMENT TEST	1
MEETING STREET	7
MENYAK TRANSFORMATIONAL SENTENCE	1
MINNESOTA CHILD DEVELOPMENT PROFILE	2
MONTESSORI SCREENINGS	2
MSSST	1
MYKLEBUST	3
NORTHWESTERN SYNTAX	2
PAL (Adaptation of Ready Steps by Houghton-Mifflin)	3
PARENT READINESS CHECKLIST	3
PAT	4
PLAI	1
PLS 1-4	1
PROJECT EARLY	1
PROJECT SCREEN	1
RAVIN (Matrix)	3
RILEY	1
ROSHER'S PERCEPTUAL PROGRAM	1
ROSNER	1
SADI	3
SANTA CLARA	14
SANTA CLARA PLUS	8
SCHOOL READINESS SURVEY	9
SIT	1
SLINGERLAND (Lang. Disability)	6
SLOSSEN	14
SPECIAL ED COOPS (uses own tests)	4
SOLST	2
SPEECH TEST INVENTORY	2
SPENCER AUDITORY	1
SRA	6
STANFORD ACHIEVEMENT	1
STANFORD BINET	5
STANFORD EARLY SCHOOL	1
STAR	3
STEPHENS ORAL LANGUAGE	1
STEPPING STONES	1
STS (Scholastic Testing Service)	3
TAD (Screening developed by Tri County Special Ed)	3
TAG TEST	1
TEACHER INTERVIEWS	15
TELD	2
THORNDIKE COGNITIVE ABILITIES	1
TOLD	3
UTAH TEST (Language Development)	1
VINELAND SOC. MAT.	1

VMI (Visual Motor Integration)	55
Beery (VMI)	8
Berry (test of VMI)	8
Berry-Butenica	3
WASH. SP. DISCRIMINATION	1
WATCH LIST	1
WEEP (Waukegan Early Education Profile)	5
WEIMAN AUDITORY	3
WIDE RANGE ACHIEVEMENT TEST	4
WIPPSE	3
WISC	2
WISCONSIN EVANGELICAL LUTHERAN SYNOD TESTING	2
WOODCOCK-JOHNSON (Preschool Lang. Scale)	1
YELLOW BRICK ROAD	7
ZANER-BLOSER INVENTORY	1
ZEIS	6

* No attempt has been made to determine the accuracy or validity of the names of instruments reported by responding principals.

DLN/2465h